Ham-Policy Digest   Tue, 17 Aug 93   Volume 93 : Issue 297

Today's Topics:
                        CW Privilages (2 msgs)
        Lead the Way! (was Re: code/nocode blah blah blah (3 msgs)

We trust that readers are intelligent enough to realize that all text
herein consists of personal comments and does not represent the official
policies or positions of any party. Your mileage may vary. So there.

Date: 16 Aug 93 21:02:11 GMT
From: ogicse!hp-cv!sdd.hp.com!col.hp.com!fc.hp.com!perry@network.ucsd.edu
Subject: CW Privilages
To: ham-policy@ucsd.edu

Mr. Nice Guy (rcanders@nyx.cs.du.edu) wrote:
: In article <harp.4.0@bnr.ca> harp@bnr.ca (Alan Harp) writes:
: >
: >What would happen if all phone privileges were open to no-code techs.
: >I think there would be solid QRM and people who sound like Herbie
: >from one end to the other. Yes another CB-Band.

: There would be no change - It can't get much worse than it is. Really it
: would improve, there would be a lower % of jerks than it has now.

: Rod Anderson N0NZO

Apparently, Rod has not worked Field Day on HF. That's when all the
current HF licensees get on and try to be polite. The end effect on the
bands is rather astounding.

I think Incentive Licensing is the USA's gift to the rest of the world.
It keeps the bands from being wall-to-wall A's, N's, K's, and W's.

Perry / AA0ET

Date: Tue, 17 Aug 1993 01:19:49 GMT
From: spsgate!mogate!newsgate!nuntius@uunet.uu.net
Subject: CW Privilages
To: ham-policy@ucsd.edu

In article <CBvEFo.H8q@fc.hp.com> Perry Scott, perry@fc.hp.com writes:
>I think Incentive Licensing is the USA's gift to the rest of the world.
>It keeps the bands from being wall-to-wall A's, N's, K's, and W's.

Poop! If you want incentive licensing.....make it something useful.
Such as theory......Require the applicant to be able to demonstrate
he/she can take small pieces of a puzzle and put it together. I haven't
seen any theory in the books yet. Any entry level tech can pass the test
without much of a struggle. All this talk about memorization.... Why do
we print the question and answer verbatim? Make people study and "learn"
something...Give a guide to the minimum acceptable level of understanding
and expect them find the answers. Teach the art......Not En"code" it. If
people want to use CW let them test into it and give extended CW band
privileges to those who show proficiency at it. Some how it seems
backwards to test for CW and give voice privileges....There are people
who really don't care if they have licenses or not, so your not
restricting them in any significant way. I feel the requirement for CW
beyond the 5wpm is just a time honored traditional form of hazing. I can
understand the need to pass on some of the history, but let those who
really enjoy it master it. Please don't look down on those of us who
would rather just talk to new friends around the world.

Date: 16 Aug 93 21:23:23 GMT
From: ogicse!hp-cv!sdd.hp.com!col.hp.com!fc.hp.com!perry@network.ucsd.edu
Subject: Lead the Way! (was Re: code/nocode blah blah blah
To: ham-policy@ucsd.edu

nuts2u::little (little@nuts2u.enet.dec.com) wrote:

: Please provide a single example of some new concept that is learned in
: going from 5 WPM to 20 WPM.

: 73,
: Todd
: N9MWB

What happens when you listen to increasingly faster speeds? Using the
"human UART" analogy, I found that I'd have to buffer more characters as
the fast words came - e.g. "these", while my frenetic hand tried to
write it all down. Usually you get a longer character within three or
four so you can take up the slack. At 5 and sometimes 13, you can write
down the letter before having to listen to the next.

In my case, I had to shift mental processes from listen-write-listen-write
serial mode to a listen-while-writing parallel mode. So to answer the
question, what I learned is how to do two dissimilar tasks at once. The
two tasks have some crosstalk since the internal symbolic representation
of letters is used in both.

Now I'm learning how to dribble and chew bubble gum.

Perry Scott
AA0ET

Date: 16 Aug 93 21:12:10 GMT
From: ogicse!uwm.edu!spool.mu.edu!agate!headwall.Stanford.EDU!Csli!
paulf@network.ucsd.edu
Subject: Lead the Way! (was Re: code/nocode blah blah blah
To: ham-policy@ucsd.edu

little@nuts2u.enet.dec.com (nuts2u::little) writes:

>I'm tired of this mindless argument, but just to set the record straight,
>from Webster's Third New International Dictionary the complete definition
>of rote:

And once again, we find that "mindless repetition" is never mentioned.
Period. Your original quotation was, to put it mildly, less than genuine.
Since you've now shifted to the "little intelligence" definition, that's
easily handled by the fact that recognition *always* requires intelligence.

>And by the way, the only contextual queues copying Morse *requires* is
>determining the weightings. Other contextual cues such as the content of
>the conversation or standardized content conversations, while they may aid
>in copying, they certainly aren't required.

Once again, you make a broad statement about recognition without even
citing an accepted model, let alone sources. If you can't cite relevant

work, then all *you* are doing is exercising "rote" memory -- and you've
memorized invalid bits, to boot!

--
-=Paul Flaherty, N9FZX | "The National Anthem has become The Whine."
->paulf@Stanford.EDU | -- Charles Sykes, _A Nation of Victims_

Date: Mon, 16 Aug 1993 21:28:39 GMT
From: pa.dec.com!nntpd2.cxo.dec.com!nuts2u.enet.dec.com!little@decwrl.dec.com
Subject: Lead the Way! (was Re: code/nocode blah blah blah)
To: ham-policy@ucsd.edu

paulf@Csli.Stanford.EDU (Paul Flaherty) writes:

>little@nuts2u.enet.dec.com (nuts2u::little) writes:
>
>>Again, check the definition of *rote*. It means mindless
>>repetition without understanding. Sort of like the arguments in this
>>newsgroup.
>
>If we accept that definition, then copying CW is not *rote*, since, amongst
>other things, such recognition requires the utilization of contextual cues.
>In any event, the definition you quote was the secondary (at least according
>to webster), with the primary being "the use of memory usu. with little
>intellegence". In fact the phrase "mindless repetition" is not used at all.

I'm tired of this mindless argument, but just to set the record straight,
from Webster's Third New International Dictionary the complete definition
of rote:

1 a: the use of the memory usa. with little intelligence -- usa. used in
the phrase by rote <an arrogant adolescent repeating by rote -- Harold
Garfinkel> b: something learned by memorization <the tongue in his mouth
would have waggled strange rote if they had encouraged him -- Peggy
Bennett>

2 : routine carried out without understanding of its meaning or purpose :
mechanical repetition of a pattern <bewildered by the entrance of science
and technology into his realm where rote had ruled so long -- F.L.Paxson>
<the champions of the liberal arts...have seemed content to live on rote
and reputation -- A.W.Griswold> <unreasoning rote learning> <only in the
later Inca period do evidences of mass and rote production begin to present
themselves -- John Collier b.1844> <copying their teachers by rote -
C.W.Shumaker> <we cannot guarantee loyalty... or patriotism by rote or by
oath -- J.B.Oakes>

I'd be happy to live with the first one "the use of memory usa. with little intelligence". I thought it was intelligence we strived for, but I guess if one of the primary differentiators in license class is the ability to use one's memory with little intelligence, then what more can I say.

And by the way, the only contextual queues copying Morse *requires* is determining the weightings. Other contextual cues such as the content of the conversation or standardized content conversations, while they may aid in copying, they certainly aren't required.

This whole discussion is about as inane as the requirement itself. 13 WPM or 20 WPM of Morse proficiency to gain access to phone sub bands? The connection is?

73,
Todd
N9MWB